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ABSTRACT

Papers in this collection, derived from several sessions of the Commission for Indigenous Education, contain insightful accounts of the role of indigenous knowledge in higher education institutions across a variety of societies. The contributors examine the move to reaffirm the significance of local knowledge and wisdom and the resulting recognition of alternative epistemologies. Following an introduction, "Contextualising the Dialogue" by Vandra L. Masemann, the papers are: (1) "A Dialogue between the Local and the Global" (Zane Ma Rhea and Bob Teasdale); (2) "The Indigenisation of Trainee Teachers in Papua New Guinea" (Michael A. Mel); (3) "Universities and Curriculum Localisation in Nusa Tenggara Timur, Indonesia" (Elias Kopong, in collaboration with Bob Teasdale); (4) "Towards a New Pedagogy: Pacific Cultures in Higher Education" (Konai Helu Thaman); (5) "Aboriginal Philosophy in Australian Higher Education: Its Own Place in Its Own Time" (Malcolm Slade and Douglas Morgan); (6) "New Approaches to University Research in Indigenous Settings: An Example from Papua New Guinea" (Yasuko Nagai); (7) "Indigenous Rights and Higher Education in Australia: 'Not Just Black and White'" (Peter Gale); (8) "Higher Education as a Collective Resource for the Harakmbut of Amazonian Peru" (Sheila Aikman); (9) "Local Knowledges in Vietnamese Higher Education: A Case Study of Two Teacher Education Programs" (Gary Ovington); (10) "Transforming African Universities Using Indigenous Perspectives and Local Experience" (Birgit Brock-Utne); (11) "Dominant and Subjugated Knowledges in Indian Higher Education: A Preliminary Analysis" (Peter Ninnes, Shoba Kalos, and Claire Aitchison); (12) "The Cuban University and Educational Outreach: Cuba's Contribution to Post-Colonial Development" (Anne Hickling Hudson); and (13) "Contemporary Knowledge Production and Reproduction in Thai Universities: Processes of Adaptive Balancing" (Zane Ma Rhea). (Contains an index and 328 references.) (SLD)

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